**CURRICULUM MAP Reading 1 Grades 11-12**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Reading 1**:**Key Ideas and Details**  Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.  **Grade 11-12 Specific Literature Standard:**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  **Grades 11-12 Specific Informational Standard:**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). | Students will determine importance and make inferences while reading pieces of literature and informational texts.  Students will explore and comprehend the implicit and explicit meanings of text. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How does being able to draw conclusions and make inferences protect the individual from being taken advantage of in the world? * How do characters represent adolescents in their changes and development over time? * How does the ability to draw inferences increase understanding? * How does determining importance help us decipher essential information from irrelevant information? * What does it mean to read effectively? * How does the ability to analyze and summarize the thematic development in texts reveal in life lessons?   **Topical Questions:**  **Literature:**   * What does it mean to analyze text? * What is implicit knowledge? What is explicit knowledge? * What does it mean to make an inference? * How does analysis of the text help to draw inferences and determine where the text leaves matters uncertain? * What does it mean when one says that a text leaves matters uncertain?   **Informational:**   * What does it mean to analyze text? * What is implicit knowledge? What is explicit knowledge? * What does it mean to make an inference? * What is a factual question? * What is an interpretive question? * What is an evaluative question? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * The difference between factual, interpretive and evaluate questions. * The difference between explicit and implicit information in texts. * How to find appropriate supporting evidence. * What an inference is; how to read in between the lines/locate subtext. * How to cite strong arguments using textual evidence * How to support analysis of text * How to analyze and distinguish between explicit and implicit happenings in a text | **Students will be able to. . .**   * Make inferences from evidence in the text. * Cite clear and accurate supporting evidence from the text. * Locate and determine the strongest supportive evidence. * Introduce and discuss quotes that support analysis * Cite evidence from text * Distinguish between implicit and implicit happenings to use in analysis |
| **CONTENT:** | |
| **Plays**  *A Streetcar Named Desire* by Tennessee Williams  *Death of A Salesman* by Arthur Miller  *The Glass Menagerie* by Tennessee Williams  *The Crucible* by Arthur Miller  *Beyond the Horizon* by Eugene O’Neill  *Fences* by August Wilson  **Novels**  *The Scarlet Letter* by Nathaniel Hawthorne  *One Flew Over the Cuckoo’s Nest* by Ken Kesey  *Ethan Frome* by Edith Wharton  *The Joy Luck Club* by Amy Tan  *The Great Gatsby* by F. Scott Fitzgerald  *Song of Solomon* by Toni Morrison  *Ragtime* by E.L. Doctorow  **Poetry**  “The Lovesong of J. Alfred Prufrock” by T.S. Eliot  Phillis Wheatly  Maya Angelou  Walt Whitman  Alan Ginsburg  Sonnets  Adrienne Rich  **Interviews/Film**  “Remarks on the Assassination of Martin Luther King, Jr.” by Robert F. Kennedy  *An Inconvenient Truth*  *King Corn*  *The Plow that Broke the Plains*  *The Grapes of Wrath*  *Eyes on the Prize*  **Speeches**  “Sinners in the Eyes of an Angry God” by Jonathan Edwards  “I Have a Dream” by Martin Luther King Jr.  “The Gettysburg Address” by Abraham Lincoln  Lincoln’s Inaugural Speeches  John F. Kennedy’s Inauguration Speech  “Remarks on the Assassination of Martin Luther King, Jr.” by Robert F. Kennedy  **Nonfiction/Informational Texts**  “The Communist Manifesto” by Karl Marx  “On Keeping a Notebook” by Joan Didion  *Pilgrim at Tinker Creek* by Annie Dillard  “Letter from Birmingham Jail” by Martin Luther King Jr.  “The Way to Rainy Mountain” by N. Scott Momaday | |
| **VOCABULARY:** | |
| Subtext, inference, explicit, implicit, interpretive, evaluative, cite, analysis | |
| **ASSESSMENT / EVIDENCE:** In addition to larger performance assessments, it is understood that there will be on-going built-in assessments attached to each classroom lesson or Aim that will guide lesson planning and instruction to meet the needs of all students.  The assessments listed here are sample benchmark assessments. Daily, informal, on-going assessments should include (but are not limited to): exit cards, journals, mini-comprehension quizzes, peer interviews, peer reviewing and critiquing, pair-share, class discussions, short written responses, and so forth.  In addition, on-going student self-assessments should be utilized on a regular basis. (Example: What have I learned? What don’t I understand yet? How can I connect what I learned to what I already know? How can I apply what I have learned? How do my biases influence my understanding? What are my strengths? What are my weaknesses? What learning tools/resources would help my learning progress?) | |
| **Literature:**  Performance Assessment:   * Students will create charts that pertain to a chosen character or characters which focuses on direct and indirect characterization. * Students will act as a psychologist and create a personality profile for the character based on information that is explicit and inferred and prescribe a form of treatment.   Other Assessments:   * Essays/reports using textual evidence * Students will engage in a Socratic Circle (discussion) where they will discuss and evaluate to establish the strongest supportive evidence.   Self-Assessment:   * Students will peer edit and self-evaluate essays based upon whether the supporting evidence chosen supports arguments and claims made in the essay. Students must evaluate whether supporting evidence is connected to analysis of the text. * Students will place all revised work in portfolios which will be reviewed by the teacher and the student to track progress.   **Informational Reading:**  Evidence/ Assessment: Students will debate the benefits or drawbacks of an opinion stated in an editorial by writing and clearly stating three arguments for their viewpoint and examples of supporting evidence. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| **Literature:**   * Write a persuasive essay based upon the text read in class in which students defend supporting evidence from the text including MLA citations. * Write a dialogue between two or more characters within a play using specific examples of explicit vs. implicit language in a text.   (For example, in *Macbeth*, students will explain whether Lady Macbeth does in fact have a child based upon her one implied reference to that child).   * Literature Circles   **Informational:**   * Students will read an editorial/opinion piece and identify the explicit and implicit information in the article. * Students will reply by writing a letter to the principal or school superintendent advocating the benefits or disadvantages of implementing such a program. * Group Activity: An informational text will be displayed on a SmartBoard or document camera. Students will locate and determine the strongest evidence in support of an explicit or implicit argument (see Socratic Circle Assessment). | |
| **RESOURCES:** | |
| MLA Handbook, Junior Great Books Shared Inquiry, *Socratic Circles: Fostering Critical Thinking in Middle and High School* by Matt Copeland, americanrhetoric.com, *Everything’s an Argument* Andrea A. Lunsford and John J. Ruszkiewicz, *Thank You for Arguing* by Jay Heinrichs | |
| **TECHNOLOGY INTEGRATION:** | |
| SmartBoard, Document Camera, americanrhetoric.com | |